# Mexico to U.S. Migration Unit Plan

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| **Unit Author** | | | | | | |
| First and Last Name | | | | | Meagan Selis, Nicholas Verbon and Julia Giebultowicz | |
| School District | | | | | Sample School District | |
| School Name | | | | | Sample High School | |
| School City, State | | | | | Sample City, Oregon, USA | |
| **Unit Overview** | | | | | | |
| **Unit Title** | | | | | | |
| US-Mexico Migration | | | | | | |
| **Unit Summary** | | | | | | |
| In the US-Mexico Migration unit, students will learn the push and pull factors that influence migration. They will then analyze US immigration policy within the structure of push and pull factors and apply their understanding to the influence of a particular policy—the DREAM Act—on migration from Mexico to the United States. | | | | | | |
| **Subject Area** | | | | | | |
| Geography | | | | | | |
| **Grade Level** | | | | | | |
| 10th/11th | | | | | | |
| **Approximate Time Needed** | | | | | | |
| Six 90-minute classes | | | | | | |
| **Unit Foundation** | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | |
| **SS.HS.GE 05** Understand how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas and products.  **SS.HS.GE 06** Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries or regions. | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | |
| 1. Students will be able to identify push and pull factors. 2. Students will be able to categorize push and pull factors as economic, social, or political. 3. Students will be able to imagine the ways in which push and pull factors influence migration. 4. Students will be able to formulate hypotheses as to the relative strength of some push and pull factors versus others. 5. Students will be able to identify US immigration policies and classify them as push and/or pull factors. 6. Students will be able to debate the effect of US immigration policy on immigration trends, using their understanding of push and pull factors. | | | | | |
| **Curriculum-Framing Questions** | | | | | |
|  | | **Essential Question** | | Why do people migrate? (Enduring Understanding: People migrate due to “push” and “pull” factors.) | |
|  | | **Unit Questions** | | 1. What are the push and pull factors that influence migration between the United States and Mexico? 2. What is the relationship between political policy and push and pull factors of immigration? 3. How do US immigration policies influence migration trends? | |
|  | | **Content Questions** | | 1. Define/understand/provide example of push and pull factors. 2. What is the trend of immigration from Mexico to the United States? 3. What is an economic push/pull factor? 4. What is a social push/pull factor? 5. What is a political push/pull factor? 6. What are some U.S. policies that influence immigration? 7. How do U.S. immigration policiesd influence the push and pull factors that drive migration? | |
| **Assessment Plan** | | | | | |
| **Assessment Timeline** | | | | | |
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| **Assessment Summary** | | | | | |
| See summative assessment on wiki page. The summative assessment will ask students to perform two tasks: (1) students will need to prepare arguments in writing for a debate on the final day of the unit; (2) the students participation in the class debate will be assessed according to frequency and quality of particpation. | | | | | |
| **Unit Details** | | | | | |
| **Prerequisite Skills** | | | | | |
| This unit requires: reading skills, writing skills, speaking skills, internet/technology literacy (basic level, i.e. opening the web browser and following provided links). | | | | | |
| **Instructional Procedures** | | | | | |
| See individual lessons | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | |
|  | **Special Needs Students** | | Lesson 1: modified text, lots of discussion, verbal and written instruction  Lesson 2: shorten versions of reading, collaborative group work, differentiated roles in skits, heterogenous grouping (peer modeling), fidget toys  Lesson 3: more time, independent work time, scaffolded instruction with respect to vocabulary, visuals, peer and teacher modeling  Lesson 4: more time, independent work time, scaffolded instruction with respect to vocabulary, visuals, peer and teacher modeling  Lesson 5: simplified resources for independent research, simplified mock debate appropriate for lower achievers  Lesson 6: group collaboration, ability to read from list during debate (peer models) | | |
|  | **Nonnative Speakers** | | n/a | | |
|  | **Gifted/Talented Students** | | Lesson 1: higher level reading, leadership roles within group  Lesson 2: leadership roles within group  Lesson 3: leadership roles within group, challenging content  Lesson 4: leadership roles within group, challenging content  Lesson 5: higher reading/research materials, encouragement to find complex and interesting arguments for debate  Lesson 6: differentiated roles during debate | | |
| **Materials and Resources Required For Unit** | | | | | |
| **Technology – Hardware** (Click boxes of all equipment needed) | | | | | |

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| Camera  Computer(s)  Digital Camera  DVD Player  Internet Connection | Laser Disk  Printer  Projection System  Scanner  Television | VCR  Video Camera  Video Conferencing Equip.  Other |
| **Technology – Software** (Click boxes of all software needed.) | | |
| Database/Spreadsheet  Desktop Publishing  E-mail Software  Encyclopedia on CD-ROM | Image Processing  Internet Web Browser  Multimedia | Web Page Development  Word Processing  Other |

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| **Printed Materials** | Handouts (see [wiki](http://gthy2011.wikispaces.com/Megan%2C+Julia%2C+Nick)): 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 6.1 |
| **Supplies** | n/a |
| **Internet Resources** | See [sample course wiki](http://samplecourse1.wikispaces.com/US-Mexico+Migration+Unit) for guiding links for Internet research in Lesson 4. |
| **Other Resources** | n/a |

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